

Ribby With Wrea Endowed CofE Primary School

Inspection report

Unique Reference Number	119559
Local Authority	Lancashire
Inspection number	339469
Inspection dates	2–3 February 2010
Reporting inspector	Geoffrey Yates

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Mr Paul Wainwright
Headteacher	Mrs Jan Potter
Date of previous school inspection	4 April 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent 65% of the time observing learning, visited 11 lessons, observed five teachers and held meetings with senior staff, governors and groups of pupils. They observed the school's work, and looked at the school development plan, policies including those relating to safeguarding and equal opportunities, assessment data, samples of reports sent to parents, and questionnaires completed by pupils, staff and 47 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils, especially the more able in Years 3 to 6
- the quality of provision in the reorganised Early Years Foundation Stage
- how good the outcomes for pupils are as a result of the school's Every Child Matters provision.

Information about the school

The school is a smaller than average and draws its pupils mostly from a residential area of privately owned houses in the rural village of Wrea Green. A very large majority of pupils are White British, the remainder representing a range of other heritages. The percentage of pupils who receive a free school meal is low as is the percentage of pupils with special educational needs and/or disabilities. The school has won many awards including the Healthy Schools award and Activemark award. In recent years there have been significant changes in leadership, including governance, and staffing. Some pupils attend the on-site after-school care facility that is not managed by the school. This provision is the subject of a separate inspection and report. The school has an Early Years Foundation Stage unit for children aged four to five years of age.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The strong leadership and management shown by the headteacher, with good staff support, ensure it is well placed to move even further forward following a period of instability in staffing and leadership. As one parent commented, 'the school is very much heading in the right direction and has changed for the better.' Pupils' outstanding behaviour and desire to do well are both very apparent across the school. They make an excellent contribution to the school in the conscientious way they take on responsibilities and also contribute exceedingly well to the wider community. Staff respond effectively to pupils' individual personal and learning needs and provide outstanding care, guidance and support. Most parents are supportive of the school but a few feel they are not provided with sufficient information about their children's progress. Inspectors agree with this view. Too often the information provided in written reports is too general and does not enable parents to know how their children are doing.

Children get off to a good start in the Early Years Foundation Stage and make good progress. Pupils' progress across the rest of the school continues to be good overall including that made by more able pupils and the small number of pupils with special educational needs and/or disabilities. Attainment is above average. However, standards in writing are not as high as those in mathematics and reading. Teaching is good overall. Teaching assistants provide good support for pupils' effective learning. In the many good lessons, pupils are totally involved in learning and are challenged to use their thinking skills well. While there are some good examples of marking being used well across the school, this is not consistent across subjects. The curriculum provides many opportunities for pupils to improve their knowledge and understanding but does not provide enough opportunities for them to use their writing skills effectively in subjects across the curriculum.

The school has a good capacity to improve. This is because its self-evaluation is robust and the school is well led by the headteacher and other leaders. As a result, there are effective plans to bring about further improvements, which are already well underway. For example, major improvements have been made in the way early reading skills are taught. The impact of this improvement can be seen in the way children are far more confident in sounding out difficult words.

What does the school need to do to improve further?

- Raise attainment in writing by:
 - providing all pupils with good opportunities to apply their writing skills well in

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subjects across the curriculum

- making consistently good use of marking to point out to pupils how they might improve their work and by ensuring they take notice of what is suggested.
- Provide parents with clearer more precise written information about their children's progress in order to help them further support their children's learning.

Outcomes for individuals and groups of pupils

2

Pupils achieve well, have good attitudes, enjoy their learning and behave outstandingly well. They talk with great enthusiasm about the work they do in school and are happy to take advantage of opportunities to use both writing and numeracy skills. Pupils show a good commitment to the task in hand and work at a good pace. They work well with a partner or in a group, listen carefully to teachers' instructions and make a positive response. Standards in Year 6 have fluctuated over the past three years but overall standards in English and mathematics are above average. Work seen in lessons, together with the school's own assessments, confirms that pupils' attainment in Year 6 is above average overall, though weaker in writing.

Relationships are very positive and pupils say they feel very safe in school. Pupils respond well to the school's provision to teach them how to lead healthy lives. Pupils show very clear spiritual, moral and social awareness and the school's strong caring ethos underpins this important aspect of school life. They demonstrate a good understanding of cultures different from their own. The small numbers of pupils with any social and emotional difficulties become increasingly independent and play a full part in the life of the school.

Pupils are highly enthusiastic about playing their part in the work of the school and in contributing locally. They act, for example, as playground pals who keep a careful eye on younger pupils and are proud to be school council members. With their very good attitudes to work, good basic skills, and very good teamwork, pupils have the skills necessary for a successful future. Most pupils attend school regularly.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Excellent working relationships between staff and pupils and the lively way most lessons are presented are major strengths in good teaching throughout the school. There is good support for pupils with special educational needs and/or disabilities and teaching assistants contribute skillfully to supporting their learning. In the best lessons, pupils are really challenged to use their skills well. For example, in one lesson younger pupils confidently and accurately described the features of two- and three-dimensional shapes. While most teaching is good, there is some variation in the use of marking across the school and occasionally opportunities are missed to use questioning well to probe pupils' understanding. Good use is made of the school's tracking information about pupils' progress which manifests itself well in the varied tasks set for different groups pupils. As a result, pupils are motivated to do their best, including the more able pupils.

The school has successfully developed a curriculum that is relevant to the pupils. There is a good international dimension that includes developing links with Kenya and an international festival week. Music provision is a strong feature of the curriculum and there is a very good range of popular out-of-school clubs. The use made of a visiting teacher to enhance pupils' skills in design and technology, with excellent links made with history, and information and communication technology has resulted in pupils of all attainment levels being highly successful in producing replica Victorian model cars of outstanding quality. The school makes good use of links with outside agencies to extend the curriculum further. However, while there is good provision for pupils to develop their basic skills, there are not enough opportunities for them to use their writing skills during lessons in all subjects.

Excellent care, guidance and support provided by the school include very strong systems to encourage and support pupils' outstanding behaviour. The school's caring ethos ensures that systems to promote pupils' personal needs are very well planned. Partnerships with outside agencies to help pupils with special educational needs and/or disabilities are very good. Equally effective is the school's own programme to support pupils who have emotional difficulties. There are very good systems to promote good attendance but parents taking pupils on holiday in term-time impacts on the overall

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attendance which is, nevertheless, in line with the national average. There are very good arrangements to ensure a smooth transition from home when children start school and when they leave to go on to the next stage in their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's vision and her drive for improvement have been vital in moving this school forward. Significant, too, is the way that vision is shared by staff, who recognise the changes for the better. There are clearly defined leadership and management roles across the school and leaders carry out their responsibilities well. Systems for monitoring pupils' outcomes are rigorous and well informed by clear systems for tracking pupils' progress. Checks on and the development of teaching and learning are thorough and the information gathered is increasingly used to help to drive up standards even further. The new chair of governors and other governors bring a wealth of expertise to the school. However, while governors have a good knowledge of the school's strengths and weaknesses, they are still increasing their involvement in shaping the direction of the school.

At the time of the inspection, safeguarding procedures were in line with recommended good practice. These are updated and staff are trained regularly. The school makes very sure that pupils are safe in its care. There is robust checking on staff and vigilant scrutiny of the safety of the school site, particularly important with the school being on a busy road. The school works well with the church and local community and is used by many organisations out of school time. Parents are consulted and the school is improving links with parents even further by setting up regular consultation meetings. However, links with parents are satisfactory rather than good because of the lack of written information parents receive about their children's progress. Visits further afield help to make pupils aware of communities beyond the local area and international links promote their understanding of other cultures, thereby promoting good community cohesion. School leaders take effective steps to ensure that equality is promoted and discrimination is tackled. The school ensures all pupils have equally good opportunities to participate in school activities and outings, such as taking part in music festivals or going on residential visits.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage is well led and managed. As a result, children make good progress, are cared for well, and the staff team works closely together, for example, to assess children's learning. Children enter school with skills and knowledge typical of children of this age with a minority having skills above those expected. Children settle quickly and become confident learners. This is a direct result of good quality teaching including that provided by the teaching assistant.

Children's more formal learning is well planned and purposeful and they have appropriate opportunities to follow their interests in self-chosen activities, which they set about with enthusiasm. For example, learning was clearly fun for those children involved in playing in the Rainbow house. Occasionally, staff are not totally clear as to what they want children to get out of the activities children have chosen. During the inspection both members of staff provided children with very good opportunities to extend their knowledge of linking sounds and letters in short sharp very well- planned direct teaching sessions. By the time children enter Year 1 many children exceed what is expected nationally of them in all areas of learning. Children's outstanding behaviour and very good relationships with others are major features of their well-developed social skills. Good use is made of the small outside area to promote learning but its size limits children's opportunities. There are good links with parents, enabling them to support their children's learning well at home.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority returning the questionnaire were very happy with the school's work and the inspection supports these positive views. A small minority expressed concerns about issues that had arisen in the past. The inspectors did not find evidence to support most of the few other concerns expressed but agree with parents that the school should provide clearer information to them about their children's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ribby with Wrea Endowed CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 47 completed questionnaires by the end of the on-site inspection. In total, there are 122 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	66	12	26	2	4	0	0
The school keeps my child safe	24	51	23	49	0	0	0	0
The school informs me about my child's progress	14	30	23	49	8	17	1	2
My child is making enough progress at this school	14	30	27	57	4	9	1	2
The teaching is good at this school	18	38	24	51	5	11	0	0
The school helps me to support my child's learning	20	43	18	38	9	19	0	0
The school helps my child to have a healthy lifestyle	23	49	23	49	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	32	19	40	3	6	1	2
The school meets my child's particular needs	15	32	26	55	5	11	1	2
The school deals effectively with unacceptable behaviour	16	34	17	36	4	9	2	4
The school takes account of my suggestions and concerns	18	38	21	45	4	9	1	2
The school is led and managed effectively	18	38	22	47	4	9	2	4
Overall, I am happy with my child's experience at this school	19	40	23	49	4	9	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 February 2010

Dear Pupils

Inspection of Ribby with Wrea Endowed CofE Primary School, Preston, PR4 2WQ

Thank you for the very friendly welcome you all gave me when I inspected your school recently. I really enjoyed my time with you and joining you in lessons. I am pleased to tell you that I agree with what you told me that your school provides a good standard of education. The work done in design and technology in Years 5 and 6 is exceptional. The pupils that met with me to talk about what they thought about school were excellent ambassadors for the school.

I agree with you that all the adults working in your school make lessons interesting and that if you need help you get it. You make good progress in your work and attain standards that are good for your age. You work very hard in lessons and behave outstandingly well; you are very polite. You told me that you feel safe in school and that if problems occur an adult will sort it out quickly when you tell them about it. Staff take excellent care of you. The school council is busy on your behalf and does a good job. I have asked your school to make sure it provides plenty of challenging opportunities for use to use your writing skills in subjects such as history and geography. There is one other thing I have asked your school to do and that is to let your parents have more precise information about how you are doing at school so they can help you at home.

I hope you keep on working hard so you can continue to play a big part in ensuring that your school continues to improve.

Yours sincerely

Geoffrey Yates

Lead inspector

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